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ABSTRACT

This policy brief examines new roles for state education and higher education agencies in building collaborative education systems. It outlines the perspectives held by schools and higher education on the following issues: (1) defining high standards and designing outcomes-based assessment; (2) building capacity to support high standards; and (3) coordinating K-12 and higher education systems to support student achievement. Promising efforts taken by the following states in the North Central Regional Educational Laboratory (NCREL) region are described--Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Individual sections outline the states' strategies for defining standards and assessment and for institutional improvement. Other issues to be addressed include: equitable higher education admission standards; teaching and learning strategies that complement high school strategies; sponsorship of teacher-faculty exchange programs; postsecondary options programs; responsibility for new technologies; roles and responsibilities for work experience and experiential learning programs; preparation of minority freshmen; and parent involvement. A list of state contacts is provided. (LMI)

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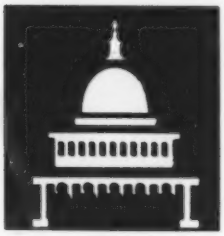

Policy Briefs are reports on the status of current issues in education from a national perspective, descriptions of actions and agendas in the NCREL region, commentaries by experts from their particular point of view, and resources for further information.

Special Policy Report

Building Collaborative Education Systems: New Roles for State Education and Higher Education Agencies

by Esther Rodriguez, State Higher Education Executive Officers, and Nancy Fulford, NCREL

Editor's Note: *This issue of Policy Briefs is a Special Policy Report developed as a collaborative effort between the State Higher Education Executive Officers (SHEEO) and the North Central Regional Educational Laboratory (NCREL). Esther Rodriguez of SHEEO developed the main body of the report based on her ongoing research. Nancy Fulford of NCREL contributed information on the issue as it relates specifically to the states in the NCREL region. This joint effort reinforces the importance of collaboration as an effective force in education reform and improvement. Continued collaboration by both groups on this topic is planned.*

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Overview

Education Reform: What are the implications for school-college collaboration?

Collaboration is never easy. But in times of tight financial constraints collaboration is especially difficult. State education and higher education agencies currently compete with each other for scarce public resources. This competition is part of what keeps them apart.

The history of their development also separates state education from higher education. Each bears the baggage of its own traditional missions and roles. Many education reformers may argue that time and the present needs of society have blurred the distinctions between the services that the two sectors provide. However, many within the education community identify a clear dichotomy of duty: a compulsory and universal public K-12 education for America's children up to a certain age and a voluntary and—to some degree—selective postsecondary education system for those seeking advanced educational skills and/or entry into professional career ranks.

Collaboration is never easy. But in times of tight financial constraints collaboration is especially difficult.

Data on students progressing through the public schools and the public postsecondary institutions are collected separately. The data are often incompatible, which inhibits collaborative policy planning. The way in which public K-12 education and public postsecondary education are financed also divide the sectors. Public schools are wholly financed through tax dollars, while higher education receives funding from multiple sources: state revenues, federal funds for research and student financial aid, private sector research, students, and private donors. Competition and cost both influence the selection process in postsecondary institutions.

Because of this separate history, elementary/secondary education and higher education communicate and interact with each other selectively. Higher education provides secondary education administrators, teachers, and high school students with the admissions requirements for its institutions. Postsecondary students who wish to teach participate in education preparation programs. Teachers in elementary and secondary programs enroll in postsecondary courses to renew their teaching certifications or for professional development.

Legislation should not be seen as the only way to improve education from pre-kindergarten to the workplace. Bureaucracies and the people who work within them will need to become part of the effort to form the necessary policies and practices.

Still, this division of purpose is changing in many states. Systemic education reform initiatives are redefining the roles of state education agencies and state higher education boards and the institutions that they oversee.

No longer confining education reform to the public K-12 sector, state policies are directly involving postsecondary education. The Kentucky Education Reform Act of 1990 requires the Council on Higher Education, in cooperation with public postsecondary institutions, to develop a "plan of action" outlining how institutions will provide service to school districts to help them implement the changes called for in the legislation. Specifically, the state's colleges and universities have been asked to align their institutional missions with additional responsibilities to support education reform (Kentucky Council on Higher Education, 1991). We also are seeing comparable activity in other states.

Meanwhile, the Clinton Administration has enacted or proposed a number of initiatives that will involve K-12 and higher education in new partnerships. Goals 2000: Educate America Act, proposed reform initiatives under the current reauthorization of the

Elementary and Secondary Education Act, the School-to-Work Opportunities Act, and the National Community Service Trust Act of 1993 will support services to improve student achievement prekindergarten through postsecondary education.

Legislation should not be seen as the only way to improve education from pre-kindergarten to the workplace. Bureaucracies and the people who work within them will need to become part of the effort to form the necessary policies and practices. The greatest success may be achieved in states with no mandates, where public agencies work together voluntarily to reach consensus on the goals to be attained and the strategies for reaching them.

Issues and Perspectives

People involved in school reform argue that higher education is standing in the way of system change because of its adherence to traditional admissions standards (the accumulation of Carnegie units, grades, and standardized test scores) that fail to reflect accurately what students know and can do. Critics of higher education also are frustrated with the way teachers are trained—specifically, the didactic approach to undergraduate instruction. They contend that, because teachers teach the way they were taught, the passive lectures that students experience in college leave them ill-prepared for the active learning approaches (with the teacher serving as coach) that are being adopted in schools throughout the country. During preservice preparation, few students are provided with experiences in school management, curriculum development, and diverse pedagogical strategies (such as team-teaching, using technology to supplement instruction, or integrating curriculum). The higher education reward system frequently restrains individual faculty from becoming involved with K-12 programs.

Higher education officials are uncertain of their role in K-12 reform. They feel that increasing numbers of students are entering postsecondary programs every year needing remediation in basic skills (e.g., reading comprehension, writing, and basic computation). Many are students of color who are significantly underrepresented in undergraduate degree programs. These officials believe that K-12 schools should be strengthening academic programs and providing greater support for students in basic skills development. What both higher education and K-12 officials seem to agree on is that students should be achieving at higher levels.

A review of current state reform legislation and interviews with staff in state education and higher education agencies across the country indicate that K-12 and postsecondary education need to align their efforts in at least three general areas:

1. Defining high standards for educational achievement and designing outcomes-based assessments that measure student attainment toward those standards.
2. Building the capacity of schools and postsecondary education institutions to support high educational standards. (This area includes improving teacher preparation and professional development and strengthening curriculum in schools and postsecondary institutions. It also means changing the incentive structures for faculty in colleges and universities to involve them more directly in schools.)
3. Coordinating K-12 and higher education to support student achievement through, for example, funding incentives, joint K-12 and higher education support programs, and data collection.

These issues have stimulated healthy debate and dialogue. The following are some positions and concerns raised by state education and higher education leaders and their staff working on these issues:

Defining High Standards and Designing Outcomes-Based Assessments

One of the driving forces behind school reform in the early 1980s was the public's belief that the high school diploma was of limited value. Many students holding a diploma lacked basic skills. Employers argue that they have no clear evidence of the level of high school graduates' knowledge or the skills they are able to perform. Now, a similar concern is being raised about the value of the undergraduate degree. Both K-12 and higher education are struggling to define student learning based on outcomes standards.

"Not all students achieve the same level of mastery in all subjects," argues Gary Barnes, Associate Vice President for Planning with the University of North Carolina System. He contends that high school teachers have a responsibility to document student achievement in a way that is consistent, valid, and comparable. If teachers fail in this responsibility, serious questions could be raised about how to provide students with equitable access to postsecondary programs.

School Perspective. School reform advocates contend that because different students learn in different ways, a variety of teaching approaches should be available. They also suggest that students need to learn in ways that reflect the expectations of the workplace and society as a whole. Learning models for restructured schools include teamwork, group problem solving, and experiential practice. Higher education could support these learning practices by adopting them in undergraduate programs.

Student assessment should demonstrate what has been learned. "Authentic" assessment approaches may include portfolios that contain student writing and work samples, such as journals, notes documenting science experiments, and samples of art work. While rethinking institutional standards, higher education could help by collaborating with K-12 on establishing and measuring elementary and secondary standards.

Additionally, higher education institutions could be influential in moving these reforms forward by changing admissions criteria. Instead of requiring a specified number of Carnegie units, higher education needs to consider different methods to evaluate students who have taken courses that have integrated subject matter. Performance assessments could replace grades or standardized college admissions test scores.

These theories are embedded in recent state-level reform legislation. For example, the 1991 Schools for Arkansas' Future Act requires the state board of education to adopt learner outcomes that define what students must know and be able to do to be competitive nationally and internationally within the context of the National Education Goals. It further requires the development of a plan to link curriculum frameworks, student performance assessment tools, and professional development programs to support restructuring the Arkansas education system. The legislation requires institutions of higher education to commit to providing new teachers with the content knowledge and pedagogical skills required to help all students achieve the national goals. Learner outcomes in elementary and secondary schools will be linked to expectations for success in college. Toward this end, higher education institutions will implement mechanisms to provide feedback to public schools (Arkansas Code Annotated Title 6, 1991, Subchapter 2).

Higher education perspective. One of the common concerns voiced by higher education officials is that states are rushing to jump on the outcomes-based education bandwagon without having a clear discussion of what the outcomes for students should be. They believe that the outcomes have been defined broadly, with a focus on

changing affective behavior (such as building self-esteem) rather than cognitive behavior (such as building knowledge and skill levels). The stated outcomes are often vague and difficult to interpret and measure.

In many states, higher education boards have placed great emphasis on increasing academic standards (specifically mathematics, science, and communications) as the foundation for college admissions. For example, the Missouri Coordinating Board for Higher Education documented that students taking a "college-prep curriculum" have been successful performers in college. The board contends that if more students enrolled in these courses, achievement levels would rise. In Missouri and other states, state higher education executive officers and college administrators are concerned that the strategy to increase academic course enrollment is being abandoned; they fear that this change will damage students and schools.

Concerns about the quality of instruction in our public schools directly relate to the quality of teachers in the schools. It is within this context that schools and higher education are closely linked and uniformly criticized. Questions about how future teachers are taught, what they are taught, and where they are taught are at the center of education reform.

Underlying these issues are concerns about how higher education institutions will select and admit students to their programs. With a focus away from grades, Carnegie units, and standardized college admissions exams and toward portfolio and other performance assessments, higher education boards wonder how equitable decisions will be made about the sensitive issue of college admissions, especially at popular selective institutions.

This problem is being debated in North Carolina. In 1991, the state legislature directed the state board of education to select four sites to demonstrate outcomes-based education. One result of the demonstrations will be the adoption of expectations for student achievement and proficiencies for graduation from high school. The legislature also requires the University of North Carolina (UNC) to collaborate with schools in defining outcomes and assessment measures. A point of contention in the first round of discussions was the schools' desire to move toward an ungraded curriculum. UNC staff argued that such a curriculum would interfere with the institutions' ability to admit students fairly. "Not all students achieve the same level of mastery in all subjects," argues Gary Barnes, Associate Vice President for Planning with the University of North Carolina System. He contends that high school teachers have a responsibility to document student achievement in a way that is consistent, valid, and comparable. If teachers fail in this responsibility, serious questions could be raised about how to provide students with equitable access to postsecondary programs.

According to Barnes, an emphasis on ungraded curriculum misses an important opportunity to develop a rich assessment of student proficiency in substantive areas. If not letter grades, some alternative measures should indicate levels of mastery (for example, excelled, mastered, average, unacceptable work) tied to uniform competency standards. "The richer the profiles on student achievement that schools develop, the greater the credibility of the effectiveness of outcomes-based education to increase student achievement levels and strengthen the academic quality of educational programs in schools," Barnes observes.

Building Capacity to Support High Standards

Concerns about the quality of instruction in our public schools directly relate to the quality of teachers in the schools. It is within this context that schools and higher education are closely linked and uniformly criticized. Questions about how future teachers are taught, what they are taught, and where they are taught are at the center of education reform.

John Goodlad has suggested that for reform efforts to be successful we must have "simultaneous renewal" of schools and teacher preparation programs (Goodlad, 1990). But recent national and state studies have concluded that simultaneous renewal cannot be achieved without substantial support from state policymakers. A 1993 report by the Education Commission of the States on linking teacher education to school reform maintains that at present no state agency is charged with achieving a unified approach to K-12 and higher education coordination. The report's author, former Colorado chief state school officer Calvin F. Frazier, writes that "the boards of the two organizations rarely meet on issues of teacher education. The agency heads seldom confer on the quality issues involving teacher education. There is no modeling of coordination at the top." (Frazier, 1993, pp. 10-13)

Part of the reason for this lack of coordination is that each agency controls a piece of the eligibility requirements for placing teachers in classrooms. The higher education commission or department is charged with initial postsecondary program approval and resolving issues of program duplication. The state board of education and department of education have responsibility for licensing teachers and for regulations controlling how teacher education programs are operated and monitored. National voluntary discipline-based accreditation bodies review and accredit programs. In some states, independent commissions and boards set standards and provide teacher credentials. Frazier suggests that state legislation may help remove organizational barriers by providing incentives for the various boards to interact. (Frazier, 1993, pp. 10-11)

It is safe to conclude that neither state K-12 nor higher education agencies find the current system effective. Generally, the existing structure does not support the goals for high student performance in schools. There is growing consensus that a new paradigm should be designed to educate new teachers more effectively and provide supportive continuing professional development for practicing educators.

It is safe to conclude that neither state K-12 nor higher education agencies find the current system effective. Generally, the existing structure does not support the goals for high student performance in schools. There is growing consensus that a new paradigm should be designed to educate new teachers more effectively and provide supportive continuing professional development for practicing educators.

School perspective. Many state education agencies and school reform advocates propose that preservice teacher preparation programs should be redeveloped to place less emphasis on credit collection in subject areas and more emphasis on helping prospective teachers support changes taking place in the schools. In many states, curriculum frameworks, site-based management, and team teaching are being implemented in schools. Yet, no mechanism exists to ensure that students in teacher preparation programs are exposed to these concepts and philosophies before becoming teachers. When schools and institutions do attempt to work together on pedagogy and content, they often are blocked from making needed changes by the traditional environment in which teacher education programs operate.

This obstacle has been encountered in California, where the state legislature provides funds for an initiative called Comprehensive Teacher Education Institutes (CTEI). The institutes are the result of collaboration between the state department of education and institutions of higher education with responsibility for teacher education. They were created to influence systemic changes in existing teacher education programs to complement education reforms taking place in the schools. A 1991 external evaluation of the programs praised seven pilot sites for their innovation and their alignment with

the goals of restructured schools. However, the evaluation also suggested that as a mechanism for change, the institutes "have not been able to influence many of the pre-existing systemic conditions and forces that shape current teacher education programs. On the whole, most of the CTEIs have found it very difficult to foster innovative efforts and at the same time be integrated into existing programs and decision-making processes" (Inverness Research Associates, 1991, p. 17).

Similar problems are evident with graduate programs and professional development for teachers. Teachers have few opportunities to develop and refine their expertise in content and in effective pedagogical approaches aligned with the outcomes that they are being asked to achieve in their schools.

One strategy for coordinating K-12 and higher education systems is to create a governance structure that assigns direct responsibility for such coordination.

Higher education perspective. Many state higher education boards will concede that using current governance mechanisms to change teacher education programs has not been effective. For example, program approval and review as they traditionally have been applied by state higher education boards have done little to change the curriculum and structure of postsecondary teacher education programs. A central reason is that program review has been used in a limited way to eliminate marginal or low enrollment programs, not necessarily to improve them.

Efforts are underway, however, to use program review as a catalyst for changing teacher education programs. For example, in 1991 the Board of Regents of the University of Georgia System convened a committee to review the status of teacher education and to recommend changes for strengthening the existing system. The committee found that change was urgently needed in teacher preparation programs at the University System. To support the recommended changes at the institutions, the committee asked the Board of Regents to undertake the following:

- In collaboration with the Georgia State Department of Education, the University System of Georgia should identify a limited number of public schools as professional development schools. These field sites would provide students in teacher preparation programs with rigorous clinical experiences.
- Review and monitor the development of curricular plans for academic concentrations in each institution. Formulation of the sequenced and integrated academic concentrations should include the participation of faculty from both the education units and the arts and sciences units.
- Require each institution to address its teacher education programs in the context of the committee's recommendations and present plans for improvement, considering (1) relevance to the world of practice, (2) quality and amount of clinical practice, (3) curriculum balance, and (4) depth and rigor of study in both subject matter and pedagogical fields.
- Urge each institution to assess its status on each recommendation and reach an agreement with the Board of Regents on an action plan and full implementation of necessary changes (University Research Associates, 1991, p. 17).

The Board adopted the review committee report and charged the Chancellor's office to ensure that the recommendations are fully addressed.

Another way that state higher education boards are attempting to influence the quality of new teachers is by convening broad-based groups to establish outcomes standards such as competence expectations for classroom teachers. This approach is being used in Georgia through the Teacher Education Steering Committee, represented by faculty members from colleges of education and arts

and sciences, public school professionals, and representatives of the legislature, business community, and public at large. Specifically, the committee is charged with (1) reaching consensus on exit outcomes, which postsecondary education students who wish to teach would have to demonstrate in order to graduate and to perform as effective teachers in school communities of learning, and (2) developing standard proficiency and knowledge assessments to be used in determining the extent to which the exit outcomes have been achieved (University System of Georgia, 1991, p. 11).

Coordinating K-12 and Higher Education Systems to Support Student Achievement

Many local school-college efforts are operating across the country. These partnerships principally center around curriculum development (academic alliances), teacher preparation and professional development (clinical or professional development schools), and student support services (early outreach programs that include mentoring or tutorial supports). While the programs are encouraging, the vast majority still operate on the margin, in both schools and postsecondary institutions. Unfortunately, most have yet to be integrated into the structure and programs of the institutions.

New Governance Structures. One strategy for coordinating K-12 and higher education systems is to create a governance structure that assigns direct responsibility for such coordination. In 1991, the Maryland Higher Education Commission and the Maryland State Department of Education jointly appointed and currently share a deputy secretary of higher education/deputy superintendent of education. The role of the office is to coordinate and promote the concept of a single continuum of education—kindergarten through graduate school. The deputy is responsible for coordinating the complementary interests, programs, and authority of both state agencies for achieving shared state education goals. These responsibilities include the following:

- The reform and improvement of teacher preparation and continuing education for teachers
- The redefinition of higher education faculty reward structures to acknowledge work with the public schools
- Defining higher education's role in meeting the objectives of the state's reform initiative (Maryland's School for Success Program)

In recent years, states have invested significant dollars in hardware and developing networks, but they have given far less effort to research and development for interactive learning software.

Similar joint activity has occurred at the local level in Colorado. Pueblo School District No. 60 formed the Education Alliance of Pueblo with the University of Southern Colorado. The superintendent of the district also is a vice president of the institution. This position's primary responsibility is to provide the Alliance with leadership in curriculum and instruction. In 1992, the Alliance formed the Center for Teaching and Learning, with the following goals:

- Prepare teachers of quality and distinction
- Provide staff development activities for university and district faculty
- Engage in appropriate research and curriculum development
- Strengthen the educational experiences of university students committed to teaching as a career
- Share human resources to improve the educational effectiveness of university and district academic programs

Technology Use. State K-12 and higher education need to support jointly the coordinated use of technology to build the capacity for high-quality teaching and learning. In recent years, states have invested significant dollars in hardware and developing networks, but they have given far less effort to research and development for interactive

learning software. States also have overlooked the opportunities that technology provides for K-12 and higher education to share resources (e.g., faculty and facilities) and to develop quality curricula. This use of technology is the premise of proposed federal legislation called the Technology Education Assistance Act of 1993. A portion of the program funds would be provided for school-college partnerships, and the grants would support (1) training programs for new teachers in the use of technology as an educational adjunct; (2) inservice training for elementary, secondary, and vocational school teachers and training for other appropriate school personnel to improve their ability to use educational technology in teaching; and (3) programs to improve student performance in academic and work skill areas through the use of technology (H.R. 2728, 1993, Sec. 103).

In Minnesota, the legislature recently appropriated almost $5 million for a statewide education telecommunications network that will involve K-12 and higher education. A telecommunications council has been formed with representatives from both the department of education and the Higher Education Coordinating Board.

The state of Maryland recently announced a cooperative effort with a local telephone company to provide all Maryland high schools, colleges, and universities—as well as other selected cultural centers—with the capability to access and use a fiber-optic telecommunications network for instruction. Representatives from the state agencies for K-12 and higher education sit on a Blue Ribbon Technology Committee, commissioned by the Maryland State Department of Education, that is addressing how technology can be used in the classroom.

Similarly, plans are underway in Missouri to link computers in public postsecondary institutions with those in local schools. Using the Missouri Education Research Network (MOREnet), schools, colleges, universities, and state agencies would form a statewide communications and technology network. This network would position state education to reform systematically who, what, when, where, and how education services are defined and delivered.

In Minnesota, the legislature recently appropriated almost $5 million for a statewide education telecommunications network that will involve K-12 and higher education. A telecommunications council has been formed with representatives from both the department of education and the Higher Education Coordinating Board. The charge to the council is to design a network contemplated by the legislation—one that will give more people access to educational services and improve learning. However, the council has acknowledged that before it can move forward a number of policy issues will need to be resolved. For example, since the investment in technology will be higher than traditional education programs, how will the network be financed? What regulatory structure will be needed? How will ongoing software purchases and research and development for teachers and faculty be supported?

Data Collection and Analysis. Data collection and analysis can be powerful tools for influencing changes in curriculum—and in learning and teaching—in schools and colleges. The data can be used to:

- Provide measures for determining student achievement
- Evaluate the progress of schools, colleges, and universities toward increasing the participation and success of diverse student populations
- Evaluate the strength of policies and programs used to achieve reform objectives

Higher education boards in some states require institutions to collect data on the status of postsecondary students and to report that information to the state department of education, school districts, and high schools. These reports generally include information on the student's freshman

academic and enrollment status and grade point average across subject areas.

Unfortunately, in most states the data are underutilized or have not been aligned with data collected by state education agencies.

For example, results of the Missouri Student Achievement Study are distributed to all Missouri high schools to report on the performance of graduates in the state's public colleges and universities. The Missouri Coordinating Board also uses the data to show high school principals and local superintendents how many of their graduates enrolled in a public state college in the fall, when they graduated, and whether they are still pursuing degrees, have transferred, or are no longer enrolled. The board also can present profiles of the number of students taking college preparatory courses in high school, ACT admissions test scores, and overall performance in freshman courses. Some states also add information on employer and student satisfaction (State Higher Education Executive Officers, pp. 13-15).

Unfortunately, in most states the data are underutilized or have not been aligned with data collected by state education agencies. A recent joint report of the Illinois State Board of Education and the Board of Higher Education recommended exploring ways to connect the student achievement monitoring systems of the two sectors. The report suggests, for example, that the public universities' High School Feedback reports to individual high schools could be incorporated into the school recognition process of the public schools. It also raises the possibility of linking required K-12 data reflecting student progress toward achieving defined performance goals and data from the High School Feedback System. If this link is achieved, boards may be able to analyze whether state goals assessment scores and other student outcome measures are valid in predicting a student's success in related freshman college courses (Illinois Board of Education, 1993, p. 3).

Funding Incentives. State K-12 and higher education agencies also could promote school-college partnerships and joint activities related to systemic education reform by providing incentive funds that require schools and institutions to work together. This approach is one of the strategies being used by the Board of the Oregon State System of Higher Education. In 1992, the board adopted a plan to examine student preparation for college-level work and educator preparation programs to meet the goals of the state's school reform initiative—Oregon's Educational Act for the 21st Century. The centerpiece of the plan was a new grant program to support 21st century education innovations. The grants must particularly address curriculum revision, sequencing, and integration. The purpose of the funded projects is to test the best practices, policies, and procedures that higher education can develop in partnership with the schools. Effective programs will be implemented on a statewide basis. The following are examples of efforts that are underway:

State K-12 and higher education agencies also could promote school-college partnerships and joint activities related to systemic education reform by providing incentive funds that require schools and institutions to work together.

- Preparing teachers for ungraded primary schools
- Articulating a balance between college preparation and workforce curriculum in the Certificate of Advanced Mastery
- A model school-based project: Mathematics, Science, and Technology Learning and Curricular Articulation
- Implications of Oregon's curriculum design and 21st Century Schools for preparing and licensing elementary and middle school teachers

Regional Actions and Agendas

Collaborative Activity: Promising state efforts in the NCREL region

Illinois

State legislation passed recently within the seven-state region served by the North Central Regional Educational Laboratory has been accompanied by numerous state-level task forces and study groups addressing school-college collaboration. These groups often represent a cross-section of education constituencies—e.g., students, teachers and faculty, principals and deans of colleges, parents and community leaders, school and institutional board members, and state education and higher education leaders. The results have been collaborative policies and reports outlining "action agendas" for education improvement. Encouraging efforts are underway.

A joint task force of the Illinois State Board of Education (ISBE) and the Board of Higher Education is examining methods for incorporating or substituting new assessment techniques into the college admissions process. This task force will explore solutions to two central challenges: (1) how to ensure that the methods used to assess student achievement are valid, reliable, and comparable (e.g., colleges and universities must be able to compare one student's performance on an assessment dimension with the performances of students from the same school and from different schools); and (2) how to ensure that the transmission of the assessment results and their evaluation are practical within existing resources.

Standards and Assessment

Student learning standards and assessments, especially at the secondary level

A new school recognition system is being implemented that best addresses the issues of student learning and assessment. The effort, however, does not directly involve institutions of higher education. ISBE literature describes the system as follows:

The Illinois Public School Recognition System has been designed to ensure that all students are being served and that all students are learning. Unlike many other accountability and school improvement programs, Illinois has developed an integrated system based on legislation unanimously passed in the spring 1992 General Assembly in which the state and local schools work in a partnership to meet both the requirements of outcomes-based accountability and the goals of school improvement. A school's recognition reflects the extent to which a school demonstrates that it serves all students and that all students are learning. The State Goals for Learning (adopted as part of the 1985 reform package) provide the underlying framework for defining and assessing student learning outcomes and evaluating the school's improvement efforts.

Teacher and administrator licensing (can include regional certification issue)

Fifty-three institutions of higher education offer over 900 approved teacher education programs in Illinois. Existing policies require that institutions and local districts work together to offer pre-student teaching clinical experiences and student teaching experiences to satisfy state requirements for certification. A rule that prohibits student teachers from being paid during these experiences is viewed by some as a barrier to innovation and experimentation. The additional cost of establishing mentor and internship programs also has been identified as a significant barrier.

Institutional Improvement

Roles in public education reform: school, district, region, and state levels

A few institutions have moved to establish alternative routes to certification in collaboration with local school districts, particularly the Chicago Public School District, but new efforts in this area have been slow in coming. Again, cost is viewed as a significant barrier.

Public education roles in the reform of educator preparation: two-year institutions, four-year institutions, and the state system

Preparing education personnel is the sole domain of higher education. The state, of course, has established rules and minimum requirements that outline areas of minimum compliance for institutions that offer programs as well as for individuals who seek certification. A number of policy studies, a blue ribbon committee, and legislative committees have studied teacher preparation and other aspects of public education and have offered recommendations in recent years. Institutions of higher education (IHE) have been involved in all of these efforts.

Indiana

To support a systemic approach to workforce preparation, the Indiana general assembly in 1992 created Workforce Partnership Plans. Under the plans, local school districts and public postsecondary institutions are required to create approved partnerships before they (1) are eligible for federal and state funds for technical education programs at the secondary and postsecondary levels; (2) receive technical education program approval by the Indiana State Board of Education (secondary education programs) and the Commission for Higher Education (postsecondary education programs or any other technical education program requiring approval); and (3) are eligible to complete the program review process by the Commission for Higher Education for postsecondary technical education programs. The plans must (1) indicate how technical education programs will be used; (2) articulate technical education between secondary and postsecondary programs; (3) coordinate technical education programs within geographical areas; (4) identify certificates of achievement in particular technical subject or skill areas and indicate the circumstances under which a state higher educational institution may elect to grant academic credit to students; and (5) indicate how joint secondary and postsecondary faculty committees will be used. The Indiana State Board of Education and the Indiana Commission for Higher Education are charged with reviewing the partnership plans and providing recommendations on the plans.

Standards and Assessment

Student learning standards and assessments, especially at the secondary level

Indiana is preparing for a new student assessment at Grade 10 (called the Gateway) that will assess basic competencies and may be used in determining graduation status. The Essential Skills have been identified for English/language arts and mathematics. Students will take the Gateway assessment for the first time in fall 1995. The secondary and higher education communities have collaborated in preparing the standards and specifications for the request for proposals.

This statewide assessment program is the progression from the former Indiana Statewide Test of Educational Progress (ISTEP) to a more competency-based assessment program. Assessment will be conducted in Grades 3, 4, and 8, with the Gateway examination being given in Grade 10.

The very short timelines established by the General Assembly and underfunding have made redesigning the statewide assessment more challenging. However, at present it appears that the test designers will be ready for pilot testing during the 1994-95 school year, with the full assessment program being administered in fall 1995.

Teacher and administrator licensing (can include regional certification issue)

The Professional Standards Board (PSB) and the Commission on Higher Education (CHE) are reviewing the teacher and administrator standards for licensing. The CHE has begun reviewing the teacher and administrator education programs at the colleges and universities. This review is assessing policy and reform education issues as they relate to preparing educators for positions in the future.

The PSB is a board established by the General Assembly in 1992. This board has been receiving new members, conducting orientation of the members, and establishing procedures and standards.

Institutional Improvement

Roles of public education reform: school, district, region, and state levels

The Commission on Higher Education has not taken an active role in reform efforts directed toward K-12 public education, but it has reviewed the teacher education programs in order to strengthen them. These efforts promise to make preservice programs more responsive to reform efforts.

Public education roles in the reform of educator preparation: two-year institutions, four-year institutions, and the state system

Efforts are underway to review and revise the secondary school experience to prepare students better for two- and four-year postsecondary education. Indiana has made progress in redesigning a tech-prep program that offers students an opportunity to continue their schooling with postsecondary education.

The higher education community is seeking to establish a set of outcome standards for students who have pursued a tech-prep program in high school. If the student meets the level of expectation on these outcome standards, he or she may be eligible for admission to two- or four-year postsecondary programs.

Efforts are underway to review and revise the secondary school experience to prepare students better for two- and four-year postsecondary education.

A number of high schools have begun collaborative efforts to align the last two years of high school with the requirements of postsecondary two- and four-year institutions. Indiana also has a postsecondary option that allows students to take postsecondary coursework that earns high school credit toward graduation.

Other

Indiana has been establishing programs to enhance the preparation of students for higher education since 1987. These programs include the tech-prep program of "two plus two" concepts; the Academic Honors Diploma, which requires students to earn 47 credits instead of 38 credits for graduation and to take more rigorous coursework and requires grades of C or better and an overall grade point average of B; an Advanced Placement Program (AP), under which the state pays for students to take the AP examinations in calculus, biology, chemistry, and physics; and a postsecondary credit option.

A number of high schools have begun collaborative efforts to align the last two years of high school with the requirements of postsecondary two- and four-year institutions. Indiana also has a postsecondary option that allows students to take postsecondary coursework that earns high school credit toward graduation.

The higher education community is preparing to offer priority and/or automatic admission to students who complete the Academic Honors Diploma. Several colleges offer scholarships to these students ranging from $200 per semester to half of the tuition cost for four years.

Several colleges provide summer Advanced Placement training for high school teachers. These training sessions have developed many collaborative efforts between higher education faculty and high school teachers.

The Commission on Higher Education is working on a database and reporting system to provide information for the high schools on students who have graduated. The information will include updates on each student's academic progress and on how the high school experience contributed to the student's preparation for success in college.

Once established, this system will allow meaningful feedback from the schools of higher education to the high schools. This information will enable high schools and students to analyze programs and college academic preparation practices.

Iowa

The Iowa Coordinating Council for Post-High School Education was established in 1990 through legislative enactment and a joint agreement among the Board of Regents, the State Board of Education, and the Iowa Association of Independent Colleges and Universities. One purpose of this intergovernmental agency is to ensure the purposeful movement of students throughout the education system. In 1991, the Council formed an Articulation Committee to review and recommend ways that higher education and K-12 education could coordinate their systems to allow easier and more efficient transition between secondary education and postsecondary programs.

Standards and Assessment

Student learning standards and assessments, especially at the secondary level

In secondary vocational education, performance measures as required by the Carl Perkins legislation (postsecondary as well) are used.

At the postsecondary level, a statewide program evaluation model is in the final stages of development. Statewide community college accreditation will be integrated with regional accreditation.

Incentives for driving the Perkins monies for collaborative efforts are in place.

Teacher and administrator licensing (can include regional certification issue)

At present, no actions are being taken in this area. Existing licensure requirements impede such collaborative efforts as tech-prep because of differences in licensure requirements for secondary and postsecondary vocational institutions.

Institutional Improvement

Currently, there are no initiatives in this area.

Other

Tech-prep, dual credit for high school students taking college courses (Post Secondary Enrollment Options Act), youth apprenticeship, and plans for expanded schools to work initiatives are underway.

In planning stages is a comprehensive Management Information System (MIS) from K-12 through community college systems.

Michigan

In Michigan, 1993 legislation endorses the state diploma (or the proficiency exam) and establishes the accreditation process for all K-12 school districts. The primary goal of both is to provide quality education for all students. Institutions of higher education are involved in reform in mathematics and science via the Eisenhower Higher Education Grant Program; in addition, universities are involved in reform projects of their own, serve on various Michigan Department of Education committees, and provide consulting services to K-12 districts. The Michigan teacher certification test attempts to ensure that each certified staff member has the necessary basic skills and content knowledge to serve in Michigan public schools. The King-Chavez-Parks (KCP) Initiative and the Tech Prep program attempt to increase the graduation rates of minorities from higher education. Michigan's state constitution ensures autonomy for public institutions of higher education; these institutions have historically exercised their autonomy to avoid systematic data collection efforts. The Michigan Department of Education recently began collecting data pertaining to student course selection at the secondary level.

Standards and Assessment

Student learning standards and assessments, especially at the secondary level

In summer 1990, the Michigan Legislature passed and the Governor signed into law Public Act 25 (PA 25), a complex education reform package. Among other provisions,

PA 25 called for the Michigan State Board of Education to develop and publish a set of "model core curriculum outcomes" that state what all students should know, know how to do, and be motivated or disposed to do.

In keeping with this legislation, the board's model outcomes, published in spring 1991, were based in part on the board's revised set of Essential Goals and Objectives in mathematics (1989) and science (1991). The Essential Goals and Objectives also provide the basis for the Michigan Educational Assessment Program (MEAP), the state's criterion-referenced assessment program (MSSI Grant Proposal, 1991). The MEAP exams are given in grade 4 (reading and mathematics), grade 5 (science), grade 7 (reading and mathematics), grade 8 (science), and grade 10 (reading and mathematics).

A major impediment to the new emphasis on competency-based learning for K-12 is the reliance on traditional Carnegie Unit measures for admission to postsecondary institutions.

In September 1993, the Michigan Legislature passed and the Governor signed into law the state aid bill for 1993-94 (PA 175, 1993). Section 104a of PA 175 pertains to the state-endorsed diploma—the proficiency examination. For a pupil scheduled to graduate in 1994, 1995, or 1996 to be eligible for a state endorsement in one or more of the subject areas of communication arts, mathematics, or science, the pupil must achieve at least one of the following:

- A passing score on a locally adopted and state-approved basic proficiency test measuring proficiency in one or more of the subject areas
- If the pupil is eligible to take the general education development (GED) test, a passing score in one or more of the subject areas
- For a state endorsement in communication arts, achieve at least category 2 on the reading portion of the MEAP grade 10 test (scaled score of 300 or more on the story or informational section); for a state endorsement in mathematics, at least 50 percent of the objectives on the mathematics portion of the MEAP grade 10 test (scaled score of 500 or above); and for a state endorsement in science, at least 50 percent of the objectives on the science portion of the MEAP grade 11 test (16 objectives) (MEAP Update, October 1993)

Section 1280 of Public Act 335 of 1993 establishes the accreditation process for all K-12 school districts. The Michigan Department of Education is charged with developing and distributing to all public schools the new proposed accreditation standards.

The existing policies that support these efforts are the particular pieces of legislation cited above.

The primary goal is to provide quality education to all students. For school districts to be eligible for state aid, they must comply with the law.

To regionalize these efforts, each of the states in the region would have to pass legislation that would endorse each of the initiatives described above. However, this option should be considered only after a needs assessment of the current education system is completed. Such an assessment probably would find varying needs across states, as each state's demographics, financial and human resources, and public support are taken into consideration.

Teacher and administrator licensing (can include regional certification issue)

In addition to other certification requirements, Public Act 282 of 1992 requires appropriate exams to be passed in order to receive a Michigan teaching certificate. Beginning January 1, 1993, out-of-state applicants for a Michigan teaching certificate are subject to these requirements. Michigan tests for teacher certification administered by National Evaluation Systems, Inc., are the only tests that satisfy the testing requirement for teacher certification in Michigan. Tests taken to satisfy certification requirements in other states are not acceptable.

Section 1536 of Part 21A of PA 335 (1993) states that "an individual is not required to have a school administrator's certificate under this section or an endorsement under subsection (2) to be employed as a school administrator by a school district, public school academy, intermediate school district, or nonpublic school." Prior to the passage of this new legislation, PA 163 of 1986 required administrator certificates for school superintendents, central office personnel with K-12 responsibilities in instruction, principals, and chief business officials employed in local and intermediate public school districts. Basic requirements for the administrator certificate included a valid Michigan teacher's certificate, three years of successful teaching experience at the appropriate level, a master's degree from an accredited college or university, and the completion of the required number of semester hours specifically in school administration from an approved administration preparation program.

Teacher preparation programs at the colleges and universities should be preparing teachers who are aware of current reform issues and who have the content and basic skills knowledge to pass the teacher certification test.

The policies that support these efforts are the particular pieces of legislation stated above.

One of the goals of the teacher examinations is to place greater responsibility for training qualified teacher certification candidates on the teacher preparation programs. Removing the certification requirements from the school administrator's certificate may result in a larger pool of qualified potential administrators from which to select.

In addition, Part 21A, Section 52, of PA 335 allocates $10 million to local and intermediate districts and to the Michigan Department of Education for statewide professional development.

The states within the region would have to establish common benchmarks for certification, to ensure reciprocity for teacher candidates in the region. Without reciprocity, new teachers may be reluctant to seek employment in Michigan.

Institutional Improvement

Roles of public education reform: school, district, region, and state levels

Institutions of higher education are involved in reform in mathematics and science via the Eisenhower Higher Education Grant Program. A number of the colleges and universities in the state have received competitive grants to provide professional development and/or preservice training in the improvement of mathematics and science teaching. Some of these projects are regional, while others are statewide. In addition, the universities are involved in reform projects on their own For example, Michigan State University has the New Partnership for Education program, the Curriculum Frameworks, and Michigan Gateways. Staff at the colleges and universities serve on Michigan Department of Education committees, and provide consulting services to the K-12 school districts.

In addition, Michigan's Tech Prep program (funded under the federal Perkins legislation) requires a partnership between K-12 and community colleges for a local Tech Prep initiative to receive funding. Emphasis in the first few years has been placed on curriculum and professional development. In section 501 of PA 362 of 1993, the community colleges and universities are eligible to establish public school academies (commonly referred to as "charter schools"). The National School to Work Initiative, which is being postponed by the Clinton Administration, would assist in improving K-12/higher education relationships even further.

A major impediment to the new emphasis on competency-based learning for K-12 is the reliance on traditional Carnegie Unit measures

for admission to postsecondary institutions. In Michigan, the reform of K-12 education is proceeding in spite of postsecondary roadblocks. Perhaps an interstate task force should be convened to review the ways in which K-12 and higher education can collaborate to facilitate school improvement.

The community colleges collect and report data on course enrollments, and the four-year institutions collect Integrated Postsecondary Education Data System (IPEDS) data (federal). In addition, many of the colleges and universities have maintained their own systems of data collection, including information on high school admissions. The community colleges and the four-year institutions do report back to the high schools data on the academic progress of students.

Public education roles in the reform of educator preparation: two-year institutions, four-year institutions, and the state system

The Michigan Department of Education, by way of legislation (PA 335, PA 282), establishes the certification standards for Michigan teachers. The primary certification issue at this time is the test for teacher certification. This test influences reform in educator preparation because the teacher certification test objectives were prepared based on Michigan curriculum guides, textbooks, and Michigan teacher education and certification standards. The purpose of the examinations is to ensure that each certified staff member has the necessary basic skills and content knowledge to serve in Michigan public schools. Teacher preparation programs at the colleges and universities should be preparing teachers who are aware of current reform issues and who have the content and basic skills knowledge to pass the teacher certification test.

The policies that support these efforts are the particular pieces of legislation mentioned above. To teach in Michigan, one must be certified. The states in the region could share information about implementation of activities aimed at reform.

Other

Two programs that prepare students for higher education and support their transition to higher education are the King, Chavez, Parks (KCP) Initiative and the Tech Prep program. The Martin Luther King, Jr., Cesar Chavez, Rosa Parks Initiative was authorized by PA 170 (1993). The goal of the KCP Initiative is to achieve parity in the graduation rates of minority students, so that their graduation rates equal their share of the state's population. Between 1987, when the Initiative began, and 1992, the number of bachelor's degrees granted to minorities by Michigan's public and private higher education institutions has increased by 35.8 percent. Two of the KCP programs that help prepare students and support their transition to higher education are the KCP College Day Program and the Michigan College/University Partnership (MICUP).

Michigan's state constitution ensures autonomy to public institutions of higher education. Historically, these institutions have exercised their autonomy to avoid systemic data collection efforts.

Michigan Tech Prep creates a dynamic educational path that supports Michigan's outcomes-based core curriculum (PA 25) and integrates applied learning across disciplines through a consortia of educators, business, and labor. The curriculum path begins in the middle school, secondary school, or adult education with a planned sequence of academic and technical courses. The sequence of courses is articulated with an associate degree, two-year certificate, or an apprenticeship program of at least two years following secondary instruction.

The policies that support these efforts are PA 170 and the Carl D. Perkins Vocational

and Applied Technology Education Amendments of 1990, Title III, Tech Prep Education.

The major incentives for these programs are quality education for all students and the financial resources provided by each of the programs.

The KCP Initiative would be difficult to regionalize unless funding was made available from the other states for the program. Tech Prep has been implemented in a number of the other states, and it has national support.

The Michigan Department of Education only recently began collecting data on student course selection at the high school level. This information is starting to be reported back to the high schools and the public. However, no coordination is taking place between K-12 and higher education.

The community colleges collect and report data on course enrollments, and the four-year institutions collect Integrated Postsecondary Education Data System (IPEDS) data (federal). In addition, many of the colleges and universities have maintained their own systems of data collection, including information on high school admissions. The community colleges and the four-year institutions do report back to the high schools data on the academic progress of students.

Michigan's state constitution ensures autonomy to public institutions of higher education. Historically, these institutions have exercised their autonomy to avoid systemic data collection efforts.

Funding incentives are the only avenue available for improved data collection.

To regionalize data in several states would take a great deal of coordination. The primary purpose for such a collection would have to be identified: What useful purpose would it serve other than comparative analysis?

Minnesota

In 1993, the Minnesota State Board of Education and the Department of Education created the Executive Committee of the High School "Results-Oriented" Graduation Rule Committee, which includes representation from the Minnesota Higher Education Coordinating Board. Its charge is to develop an outcomes-based graduation rule to be effective in 1996 for the graduating class of 2000. The state legislature authorized approximately $8 million to the Minnesota Department of Education for the development and piloting of curriculum frameworks that will include ways to assess student progress on each of the defined outcomes. The Coordinating Board has assumed responsibility for developing strategies for greater dialogue and involvement of the higher education community in these activities.

The Minnesota Higher Education Coordinating Board convened a panel of teacher educators, teachers, and administrators in 1992 to discuss ways to encourage collaboration among schools engaged in reform and teacher education. The Panel for School Innovation and Teacher Education Renewal issued its recommendations in March 1993. Among a long list of suggested actions, the panel urged legislation to require postsecondary institutions to report on how they recognize and reward collaborative efforts in their tenure and promotion processes. It also recommended that legislation should require postsecondary institutions to report their plans for admissions decisions based on graduation outcomes as an alternative to class rank, grades, and credit hours. The panel encouraged faculty, deans, and chairs of colleges of education to teach, model, and write curricula that value diversity (race, ethnic background, learning style, etc.); teach and model multi-assessment strategies; and promote and model interdisciplinary collaboration to meet the needs of the whole child/student, not only across disciplines, but also across systems and agencies.

Standards and Assessment

Student learning standards and assessments, especially at the secondary level

In Minnesota, elementary and high school teachers and their partners from postsecondary education, business, and local communities have begun developing model standards and student performance assessments that will make the proposed new graduation rule a reality in schools and classrooms across the state. Thirteen pilot sites have been selected by the Minnesota State Board of Education to develop standards and assessments that address the outcomes in the proposed rule. During fall 1993, pilot site teachers will be trained in assessment development. Throughout the school year, these teachers will pilot-test assessments in their classrooms, conferring with one another as they refine the assessment development process. The first model assessments and related performance standards are expected to be ready for use with the freshman class of 1996—the first class that will graduate under the new rule in the year 2000.

In Minnesota, elementary and high school teachers and their partners from postsecondary education, business, and local communities have begun developing model standards and student performance assessments that will make the proposed new graduation rule a reality in schools and classrooms across the state.

Kindergarten through twelfth grade teachers at the pilot sites will be developing new kinds of assessments that address the diversity of student learning styles while ensuring that students can demonstrate the ability to apply their knowledge and skills. For each graduation outcome, teachers will develop the descriptions of levels of performance—from beginning to expert—that will become the state standard. They will be field-testing the assessments and standards in actual classroom settings to determine their practicality and ability to produce the same results wherever applied.

The 13 pilot sites received a total of $4.4 million for development and field-testing over the next two years. This amount was part of $10.3 million appropriated by the 1993 Minnesota Legislature to implement the graduation rule. The graduation outcomes and performance standards will be set by the state to ensure that a Minnesota diploma certifies a graduate proficient in essential skills. The assessments will be models for districts to adapt to local instructional needs. The state will mandate the graduation rule, but has left the decision on how best to implement the rule to individual districts. The state is recommending approaches that include outcome-based education, which has been broadly defined to give districts maximum freedom to chart their own course toward education reform.

Teacher and administrator licensing (can include regional certification issue)

The 1993 Education Omnibus Bill provided for the establishment of one-year residencies for beginning teachers in schools equipped to further professional development.

Institutional Improvement

Roles of public education reform: school, district, region, and state levels

In spring 1992, a panel of teacher educators, teachers, and administrators actively engaged in school reform was convened by the Minnesota Higher Education Coordinating board to discuss ways to promote exchanges of ideas and experimentation between innovating schools and teacher education. The panel, together with the Blandin Foundation, the Center for School Change, and the Coordinating Board, sponsored the Creative Collaborations conference, which brought together about 175 students, teachers, teacher educators, principals, parents, and school board members to share ideas, programs, and practices. The recommendations that follow resulted from the work of the panel members and those who attended the conference.

Suggested actions for the faculty/chairs/deans of colleges of education:

1. Encourage the exchange of personnel and sharing of teaching responsibilities with pre-K-12 faculties.
2. Recognize and reward collaborative efforts in making tenure decisions.
3. Teach, mold, and write curricula that value diversity—including diverse races, ethnic backgrounds, learning styles, and so on.
4. Involve parents in curriculum development and invite parents to speak to classes.
5. Teach and model service-learning methods of instruction across the curriculum.
6. Teach and model multi-assessment strategies.
7. Develop alternative processes for entry into education preparation programs.
8. Promote and model interdisciplinary collaboration to meet the needs of the whole child/student, not only across disciplines but also across systems and agencies.
9. Require educator preparation to include collaboration with other human service professionals.

The state is recommending approaches that include outcome-based education, which has been broadly defined to give districts maximum freedom to chart their own course toward education reform.

Suggested actions for local school boards, administrators, and faculty:

1. Local school boards should ensure that all district personnel have experience being immersed in environments of diversity and demonstrate a respect for diversity. School programs and curricula should be evaluated on their ability to reflect a respect for diversity.
2. Administrators and classroom teachers should regularly survey parents and students to evaluate whether their schools are rooted in respect and psychological safety—whether the schools are warm, welcoming places rather than judgmental places.
3. Parental involvement should become a priority of each school. Staff development for educators should include recent research on parental involvement and methods used by outstanding practitioners to involve parents in meaningful ways.
4. Experience with and examples of service-learning projects should be made a part of continuing education, either by using staff development days or by allowing staff to visit schools that are experienced in service-learning. Administration must provide time and other forms of support for service-learning.
5. All schools should provide staff development on the wide variety of assessments.
6. Schools should document and report on the kinds of collaborations used in order to serve the needs of the whole child.

Other

The Minnesota Higher Education Coordinating Board (MHECB) is the state agency that conducts planning to meet the educational needs of residents beyond high school.

MHECB Publications

As part of its efforts, MHECB publishes and distributes several publications to schools each year. These publications include the following:

Focus on Financial Aid Updated annually, this booklet describes student financial aid and the major programs available to students. A copy of *Focus* is included as Chapter 6 of the Counselor's Guide. Copies also are distributed each fall to all high schools, financial aid offices at postsecondary schools, and other agencies.

Future Choices This publication informs eighth grade students about the opportunities available to them in high school and beyond, academic expectations, financial aid, and the importance of early planning and preparation for education after high school. A planning chart for students accompanies each copy of *Future Choices*. A videotape also is available. Copies of the booklet and planning chart are provided in late fall to all public and private junior high schools

and middle schools for distribution to all eighth graders.

Get Ready for Your Child's Higher Education This 24-page booklet summarizes what parents can do to prepare financially and help their children academically for postsecondary education.

First Steps for Adults Beginning or Returning to School This brochure outlines steps that adults who are considering beginning or returning to postsecondary school can take.

Other publications and materials are prepared and mailed during the year, including information on the Summer Scholarship for Academic Enrichment Program, the Student Education Loan Fund (SELF), the Non-AFDC Child Care Assistance Program, and the Post-High School Planning Program. MHECB also publishes a newsletter several times during the year called *MHECB Report*. In addition, MHECB publishes several policy, technical, and data reports on topics related to postsecondary education.

Schools should document and report on the kinds of collaborations used in order to serve the needs of the whole child.

MHECB Videotapes

New Focus on Financial Aid Video A new video highlighting the major points to know about applying for and obtaining student financial aid is available from MHECB for $15. The video complements the Focus on Financial Air booklet. An order form for the video is on the last page of the Focus Booklet, or call MHECB to order.

Nobody's Default But Your Own: A Right Way and a Wrong Way to Pay for an Education This video informs viewers about the relationship of debt to future earnings and lifestyle, financial obligations of borrowing, and consequences of default.

MHECB Workshops and Presentations

Each fall, MHECB staff present a teleconference for counselors. Registration materials are mailed to all schools. Other workshops are conducted on occasion.

MHECB has a state fair booth in the Education Building, and staff provide information to visitors about postsecondary education and student financial aid. MHECB also attends the Minnesota Minority Education Fair, the National College Fair, and other events.

Minnesota is exploring the possibility of tracking students from K-12 through postsecondary education to address questions such as:

- How many highs school graduates attend postsecondary education? Where do they go?
- How well are elementary/secondary schools preparing students for high education?
- How well are postsecondary institutions serving these students? How long do they persist, and how many graduate?
- How does postsecondary student performance compare for students coming from different types of high schools?
- How well do students prepared through outcomes-based education perform in college?
- What changes are needed in higher education to meet the needs and expectations of these students?

Such student outcomes can best be measured by tracking students throughout their educational careers using student unit-record systems.

The 1993 Education Omnibus bill contained the following additional provisions designed to support education reforms:

A $112 million appropriation to reduce the teacher-student ratio in every classroom, K-6, to one teacher for every 17 children. This measure requires the use of licensed teachers, not aides.

Establishment of a youth works program includes an additional $500,000 to expand the present youth community service program to include service-learning that emphasizes future employability as well as civic responsibility. Some $3.9 million was appropriated for a new program that would pay some youth for community service to defray student loans or apprenticeship costs.

The amount of money for professional development has been increased from $15 per pupil unit to $30.50 in 1993-94 and $63 the year after.

Ohio

The Ohio State Board of Education has the authority to guide and oversee education at the elementary and secondary levels. The Ohio Board of Regents oversees postsecondary education. In recent months, these two entities have collaborated in a number of efforts to improve education at all levels in Ohio.

Standards and Assessment

Student learning standards and assessments, especially at the secondary level

Ohio is revising the state standards for prekindergarten through twelfth grade education. Statewide proficiency tests mandated by the state legislature are in place for ninth grade in the areas of reading, writing, mathematics, and citizenship. Students are required to pass the ninth grade proficiency tests in order to graduate from high school. Additionally, proficiency tests are under development for twelfth grade and fourth grade. While regionally this testing program is not a likely alternative, the states within the NCREL region may be able to provide benchmarks for each other. At some point, Ohio will need to look beyond the performance of students within the state, and compare their performance to others outside of the state.

Teacher and administrator licensing (can include regional certification issue)

Representatives from institutions of higher education have been instrumental in serving on statewide committees developing recommendations for education reform, including the following efforts: statewide curriculum models, learner outcomes panel (K-12), and teacher licensure. In addition, teacher education institutions collaborate with other entities via Regional Professional Development Centers in providing professional development opportunities for educators.

Ohio is revising standards for teacher education and licensure, building on the work of the Intrastate New Teacher Assessment and Support Consortium (NTASC) and the standards of the National Council for Accreditation of Teachers (NCATE). This fall, pilot programs will be implemented in four sites to test the use of PRAYIS III as a performance assessment linked to state licensure. Additionally, Ohio is in preliminary discussions with the Central States National Association of State Directors of Teacher Education and Certification (NASDTEC) region regarding the possibility of regional certification for administrators.

Institutional Improvement

Roles of public education reform: school, district, region, and state levels

Representatives from institutions of higher education have been instrumental in serving on statewide committees developing recommendations for education reform, including the following efforts: statewide curriculum models, learner outcomes panel (K-12), and teacher licensure. In addition, teacher education institutions collaborate with other entities via Regional Professional Development Centers in providing professional development opportunities for educators.

Public education roles in the reform of educator preparation: two-year institutions, four-year institutions, and the state system

As described above, a wide cross-section of representatives from all areas of the education community are involved in providing recommendations for reform of educator preparation.

Other

Ohio has developed a postsecondary enrollment option for high school students. Under this option, high school students may elect to complete college coursework on the college campus during their junior or senior years in high school and may earn both high school and college credits for such coursework. Tech-Prep is another program designed to aid in the transition after high school. Tech-prep is a combined secondary and postsecondary program that leads to an associate degree or two-year certificate and provides preparation in a technical field.

Wisconsin

The University of Wisconsin (UW) System and the Wisconsin Department of Public Instruction are collaborating on defining the competencies that students need to be successful in UW system institutions in the areas of mathematics, English, social science, science, and foreign language. Working in disciplinary groups, faculty from throughout the UW system will work with faculty from K-12 schools, the Wisconsin Department of Public Instruction (DPI), and the vocational education system.

The University of Wisconsin System also is developing a competency-based admission policy as an alternative to the Carnegie Unit approach. The UW system will work with K-12 schools to develop a profile for reporting student achievement in lieu of a transcript. The schools will be able to use any method of performance-based assessment, including portfolios, reports, and experiments, to determine the level of competency attained.

Standards and Assessment

Student learning standards and assessments, especially at the secondary level

Wisconsin has been developing a set of goals and a series of learner outcomes under 1992 legislation. The higher education community has been helping with this process in the following ways:

1. Representatives from the UW system and from private colleges and universities served on panels applying the Wisconsin Targets Model to develop learner outcomes.
2. The Wisconsin Technical College System has been an equal partner with the DPI in assembling groups of technical college and secondary teachers both to develop the outcomes and to develop tasks within and across disciplines in which those outcomes would be contextualized.
3. The UW system and some private colleges and universities sent representatives to the NCREL/DPI Policy Seminar in summer 1992.
4. The president of the UW system and the director of the State Technical College System served on the Wisconsin goals panel.

Initiatives are underway to develop prototype tasks that might be used for instructional and/or assessment purposes. These initiatives are coordinated with the Wisconsin Goals and Outcomes.

1. The Technical College System served as coordinator for several projects in this category. It identified superior K-12 and technical school instructors to serve on task forces to develop tasks. It assembled a group of instructors to identify the knowledge and skills deemed necessary to succeed in associate degree programs. It invited instructors from the UW system to participate in this activity.
2. UW-Stout received a federal grant to prepare 450 trainers through a trainer of trainers procedure.
3. DPI has contracted with the Wisconsin Center for Educational Research (WCER) at UW-Madison to develop on-demand performance assessments at grades four, eight, and ten in language arts, mathematics, and science. These performance instruments

are being developed by teachers from the K-12 community under the direction of staff from WCER and DPI. Some of the advisory teams for this project have faculty from the UW system on a number of campuses.

4. Some faculty members from the UW system serve on the State Superintendent's Advisory Committee on Assessment, a group established under 1993 legislation.

5. DPI recently received two federal grants for the purpose of developing curriculum frameworks (content standards) for connecting the curriculum. Three Wisconsin colleges/universities are partners in this grant: UW-Eau Claire, UW-Madison, and Alverno College. Faculty members from several other institutions serve on the advisory council or on the task force. Teacher preparation is an important feature of these grants.

6. Initial steps have been taken under the umbrella of the Wisconsin Academy for Letters, Arts, and Sciences to improve education throughout the state of Wisconsin. This initiative began with a study of the Milwaukee Public Schools. Business and industry are heavily involved. The goal is to move the plan from its focus on Milwaukee to all of the schools in the state.

Within the NCREL region, Wisconsin might be able to combine efforts for the purpose of developing performance assessments, determining efficient scoring methods, and working out the associated psychometric problems. New electronic communications networks could also be worked out on a regional level.

Little or nothing seems to be impeding collaboration. Several factors have supported it. The first is the 1992 education reform legislation. It resulted in the formation of the State Superintendent's Advisory Committee on Assessment, funding for development of performance assessment, and the development of goals and outcomes. A second enabling factor is the federal grants that have been obtained.

Perhaps the most obvious incentive would be money to pay expenses for various collaborative efforts. Some help with newer methods of communication also could be very useful.

Within the NCREL region, Wisconsin might be able to combine efforts for the purpose of developing performance assessments, determining efficient scoring methods, and working out the associated psychometric problems. New electronic communications networks could also be worked out on a regional level.

Teacher and administrator licensing

State Superintendent John T. Benson appointed a broad-based task force to study teacher preparation, licensing, and license renewal. The charge to the task force will be to consider an outcomes-based approach to licensing using standards designed by a subcommittee of the Council of Chief State School Officers (CCSSO).

Institutional Improvement

Roles of public education reform: school, district, region, and state levels

UW-Milwaukee School of Education

1. Professional Development Schools. In cooperation with Milwaukee Public Schools (MPS) the University School of Education (SOE) established five Professional Development Schools as part of the MPS/UWM Urban Professional Development School Partnership. The activities conducted within the Professional Development Schools are coordinated through the SOE Center for Teacher Education, with primary responsibilities for individual schools assigned to faculty liaisons.

2. Career Counseling Programs. Ongoing relationships between the University's SOE, Kosciuszko Middle School, and South Division High School exist as a result of externally funded projects. These relationships include counseling with students regarding career decision-making and factors in making high school choices.

3. MPS Facilitated Communication Project. Funded in part by the Wisconsin DPI, this

project involves training teams of teachers, therapists, and parents from approximately 12 schools per year on the use of "facilitated communication" with students with autism and other severe disabilities.

4. MPS/UWM Paraprofessional Teacher Education Program. This MPS/UWM partnership program is an alternative teacher education preparation program designed to enhance the representation of minority teachers.

5. College Board Equity 2000 Project. For the past two years, UWM and SOE have designed and coordinated inservice programs for MPS mathematics teachers and guidance counselors as part of the College Board Equity 2000 Project.

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Center for Math and Science Education Research (CMSER)

1. Project Best. Project Best is a five-phase, 24-month program of science and mathematics course work for elementary teachers from Milwaukee Public Schools. Teams of teachers and administrators from the same school are accepted into the program.

2. Science for Teachers. Science for Teachers, an outgrowth of the Middle School Science Teaching (MSST) Program, provides inservice coursework for science teachers. This initiative offers coursework in the basic sciences for inservice teachers at all levels, elementary through high school.

Education Outreach

1. Credit Outreach Programs. A large array of credit programs are offered to meet the continuing professional education needs of educators with the Milwaukee metropolitan area. Course selection is based on an assessment of needs conducted by the office of education outreach. Courses are frequently designed in response to unique school district requests and are delivered in a variety of formats ranging from one-credit workshops to intense retreats.

2. Noncredit Outreach Programs. Each year, between 15 and 20 noncredit programs/workshops are offered for area educators. These sessions are intended to provide participants with current and relevant updates on education research, practice, and issues.

Regional/State/National Outreach Activities

1. The Jason Project. The Jason Project is an innovative science education program that uses state-of-the-art technology to transport students to research sites around the world for "live" scientific explorations. UW-Milwaukee's Center for Great Lakes Studies is one of 24 sponsoring sites participating in this unique program, and it is the only participating site in Wisconsin. The primary goal of the project is to increase science literacy in young people while developing a core of students who may choose to pursue the study of science.

2. Academic Alliance in English. The Milwaukee Area Academic Alliance in English brings together Milwaukee area teachers of English to share ideas, information, problems, and possible solutions concerning the teaching of English.

3. Business-Education Partnership. Teaching two courses (World of Business and Educators in Industry) promotes business-education partnerships.

4. Liaison Hmong Community. Professor Ronald Podeschi serves as the UW-Milwaukee liaison to the Hmong community in Milwaukee, with particular focus on education and with particular association of the Lao Family Community, the primary Southeast Asian organization in Milwaukee.

5. Peace Education. Associate Professor Ian Harris has developed a Peace Education Resource Center that is used by local teachers, community people, and school administrators to provide educational resources to deal with problems of violence in today's society and schools.

6. School Evaluation Consortium Review. Each year, faculty members participate on School Evaluation Consortium Review committees. The process includes a 2-5 day site visit to a

school or school district, during which time curriculum materials are examined, interviews are conducted, and a report of findings is produced.

7. Wisconsin School Inclusion Project. This project is a collaborative effort between the Wisconsin Department of Public Instruction, UW-Milwaukee, UW-Madison, UW-Stevens Point, CESA Nos. 1, 3, and 9, Milwaukee Public Schools, the Madison Metropolitan School District, and the Stevens Point Area School District. The primary goal of the project is to help schools develop the capacity to educate students with disabilities in the most inclusive manner appropriate to their exceptional education needs.

8. Pathways to Teaching Careers Program. With a four-year grant of $833,369 from the DeWitt Wallace-Reader's Digest Fund, the Milwaukee Pathways to Teaching Careers Program will provide scholarship opportunities by a consortium comprising Alverno College and the University of Wisconsin-Milwaukee working with the Milwaukee Public Schools. The goal of the Milwaukee Pathways to Teaching Careers Program is to increase the number of exemplary teachers in MPS. Those from underrepresented minority groups will be targeted for participation in the program. Over the four years of the grant period, the consortium will support the licensure of approximately 50 teacher candidates who are currently paraprofessionals or emergency-licensed teachers in MPS.

UW-Whitewater is also the site of the Wisconsin Instructional Technology Resource Center, which provides workshops and advice to school districts on instructional technology as well as a state-of-the-art software library.

The University of Wisconsin-Madison

The University of Wisconsin-Madison reported that the National Center for Effective Schools' director works with schools throughout the United States to identify characteristics of successful practice in different community contexts and with children from varied backgrounds and shares these with other interested districts. The University's Center on Organization and Restructuring of Schools studies and participates in efforts to restructure schools to make them more effective. The Multi-functional Resource Center for Bilingual Education consults with and assists schools in the Upper Midwest to create school programs that respond to needs of students whose first language is not English. The National Center for Mathematical Sciences Education works with schools and mathematics teachers and supervisors to develop standards for mathematical studies in schools. Cognitively Guided Instruction in Math has worked in partnership with teachers and school districts to create a powerful mathematics curriculum for elementary school pupils. In this program, teachers are included as knowledge creators, not merely as receivers and implementers. Finally, the University's School of Education faculty participate in an effort by DPI to create integrated curriculum programs for schools.

The University of Wisconsin-Whitewater

The University of Wisconsin-Whitewater is working on a project with the Ameritech Corporation to use telecommunications to develop a thematic, multi-disciplinary approach to the K-12 curriculum. Twenty-four teachers from eight school districts are involved in this year-long project. UW-Whitewater is also the site of the Wisconsin Instructional Technology Resource Center, which provides workshops and advice to school districts on instructional technology as well as a state-of-the-art software library.

Viterbo College

At Viterbo College, La Crosse, Wisconsin, faculty in the Department of Education have worked extensively with teachers and administrators in some of the Cooperative Education Service Agencies (CESAs) on staff development related to educational reform. The chair of the Department of Education serves on the La Crosse Schools' High School Reorganization Committee, which is considering alternative paths to diplomas.

The University of Wisconsin-La Crosse

The University of Wisconsin-La Crosse supports a Rural Center, Science Education Center, Reading Laboratory, and Center for Economic Education. The University has representatives involved in the state Village Partnership agenda as well as representatives at state meetings of teacher educators. Conferences and workshops are organized and provided to area teachers at reduced rate or at no cost. Off-campus coursework is provided at the request of school districts.

Alverno College

Alverno College is very active in working with K-12 educators in Wisconsin and in other states. Some activities are cited below:

- Partnership schools. Alverno works on an ongoing basis with an elementary, middle, or high school to help that school meet specific goals. In the Milwaukee Public Schools, this work has focused on implementing the district's teaching and learning goals, the design of new forms of assessments, etc.
- District assistance. Alverno has worked with several districts in support of their work in identifying student learning outcomes and designing new forms of assessment. While the form of the assistance has varied, it usually involves consulting by faculty who work with school district committees. The length of the assistance has varied. In the Milwaukee Public Schools, Alverno faculty have served on the district's Assessment Task Force since its inception in 1987.

  Specifically, in the Milwaukee Public schools, the College has a grant from the Joyce Foundation to work with teams of teachers from the middle and high schools (including K-8 and alternative schools) in the school district to develop new forms of teaching and assessment. The project has been funded for the first two years of a five-year plan.
- Consortium arrangements. Alverno has an ongoing link with ten other institutions interested in ability-based and performance assessment approaches to teaching and learning. Included in the group are two secondary schools, a two-year technical college, two four-year colleges (Alverno and another), two comprehensive universities, and three professional schools. The institutions represent eight states.
- State-level assistance. Alverno has worked with the Minnesota Department of Education in designing its work to assist districts in implementing an outcome focus and developing performance assessments. Staff from Alverno have also served as consultants to the Wisconsin Department of Public Instruction and serve on committees and project groups related to K-12 renewal.

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Other Schools

Mount Senario College urged the state to give more support to innovations at the school level and encouraged the state to be more flexible in requiring school districts to comply with state-imposed standards when innovations take place. Wisconsin Lutheran College indicated that IHEs need to exemplify and model quality classroom instruction and that this approach needs to be practiced beyond teacher education classrooms. This response also encouraged the establishment of partnerships and exchanges to foster exchange of expertise extending in both directions (public schools/higher education). This response also included a call for stressing the importance of developing a community of learners with a special emphasis on higher education's need to help identify individuals in the community who can add that dimension to the collaboration.

Public education roles in the reform of educator preparation: two-year institutions, four-year institutions, and the state system

The task force that Wisconsin State Superintendent John T. Benson will appoint in 1994 to study the issues related to teacher preparation, licensing, and license renewal will consider a redesign of standards for teacher preparation in four-year institutions. In addition, links of colleges to schools and districts for staff development will be reviewed.

The University of Wisconsin-Madison's School of Education, along with the Madison Metropolitan School District (MMSD), has developed teacher education programs to prepare teachers for diversity in classrooms. School district staff in two schools participated in developing and carrying out the programs over a six-year period. Elements of that experimental program have been incorporated into the School of Education's "regular" elementary teacher education programs. Growing out of these efforts is another experimental program that will offer both a master's degree and certification to teach grades one through six. The MMSD teachers are members of course development teams as well as members of committees to determine admissions criteria to the program. These teachers will participate in methods instruction and supervision of students as the program is implemented in summer 1994.

Viterbo College, like all institutions in Wisconsin that prepare teachers, has an advisory council with membership from public K-12 education. Program revisions often are made in response to advice from these councils. Local teachers and principals frequently make suggestions that colleges and universities try to implement.

The University of Wisconsin-La Crosse's College of Education has a Dean's Advisory Council whose membership includes area school administrators, school board members, teachers, parents, and University students to advise regarding the curricula, policies, and procedures of the professional programs. Additionally, the University's elementary education curriculum includes a block scheduling of reading methods, language arts methods, math methods, and clinical experiences in cooperation with area schools. The University is a partner in Teacher World, a summer program held on its campus. Other partners in this venture include the Wisconsin Department of Public Instruction, the Greater La Crosse Chamber of Commerce, the Wisconsin Education Association Council, and the Wisconsin Federation of Teachers. This program brings together master teachers, teacher education students, and high school students with an interest in teaching.

According to the response from the University of Wisconsin-La Crosse, a major impediment to collaboration with K-12 schools is limited faculty time and resources. For example, faculty teaching loads and expectations in other areas such as advising and supervision limit time available to engage in collaborative efforts. Furthermore, current merit, promotion, and tenure criteria act as disincentives to K-12 collaborative efforts.

The response from Mount Senario College indicates a need to define what a teacher of the 21st century needs to be and then set standards to meet these guidelines.

The response from Wisconsin Lutheran College indicates that monies for "endowed" positions should be available to support exchange programs between public schools and IHEs. Moreover, proper career level expectations need to be identified. Higher education can then develop needed programs. In addition, professional growth and development programs need to be articulated expectations and not just "one-shot" programs with little or no feedback, application, and expansion opportunities. Such programs should establish yearly goals for improvement.

Conclusion

The Charge: Coordinating state policies to ensure student success

Joint participation of state education and higher education agencies in a discussion to improve the quality of education— kindergarten through graduate school—can result in significant and meaningful outcomes. In tandem with efforts to improve teacher preparation and strengthen student learning in areas such as mathematics, science, and communications, state agencies for K-12 and higher education should jointly develop strategies to address the many needs of students and schools in urban areas. Changes in the workforce require such dual support in creating a system to enable student access to high-quality technical and applied education from secondary into postsecondary programs. New national initiatives involving community service and the use of technology provide additional opportunities for schools and colleges to work together.

Under their current authority, state education and higher education agencies each provide the leadership and policy tools that can drive action toward needed educational improvements. Working toward common solutions, they become an even more powerful source of change.

In tandem with efforts to improve teacher preparation and strengthen student learning in areas such as mathematics, science, and communications, state agencies for K-12 and higher education should jointly develop strategies to address the many needs of students and schools in urban areas.

Issues that the two education sectors could jointly address include the following:

1. As schools move toward outcomes-based education and away from grades, traditional transcripts, or Carnegie units, how will higher education adjust its admissions standards to admit students equitably and efficiently?
2. Students in restructured schools are changing the ways in which they learn, their study habits, and their expectations for how courses are taught. How can state higher education boards influence higher education faculty to make similar changes in the way they teach courses in college so that teaching and learning strategies in both sectors complement and support each other?
3. Teacher-faculty exchange programs are being piloted as a strategy to improve the quality of teacher preparation programs. Master teachers (those identified as being the best in their field) are teaching in undergraduate preservice programs and faculty from higher education institutions are teaching in schools. Should these programs be fostered by state education and higher education agencies?
4. Many states are adopting "postsecondary options programs" as a strategy for providing high school students with a more diverse academic curricula. Students are permitted—even encouraged—to seek early admission to postsecondary study after completing high school requirements. In some cases, this option allows joint enrollment in high school and college programs. How are these courses being defined and developed? What agreements have been worked out between the schools and colleges for dual acceptance of credit? How are colleges counting the credit?
5. Telecommunications systems and new technologies are providing schools with greater access to postsecondary programs. What are the boundaries of jurisdiction for these courses? Who monitors electronically delivered course content? Who is accountable for student assessment and evaluation?
6. Apprenticeship and tech-prep programs suggest that instruction will be moved from the classroom to the work site. Potential participating entities include schools, colleges, employers, and unions. How will the roles be defined and assigned? What roles will these entities play in program development and delivery? In instruction development and delivery? Who assesses the students' work? Who receives public payment? Who appoints faculty and assigns credentials?

7. Federal community service funding will make it possible for experiential learning outside of the classroom to count toward undergraduate degrees. For example, college students could earn college credit by tutoring children in local schools. How will schools and colleges work out agreements to ensure that the learning is valid? In the example above, would school personnel help develop the program for the college students? Would school personnel provide the supervision, mentoring, and assessment of college students working in the school?

8. A dramatic increase in minority student enrollment in high schools can mean a concomitant increase in minority college enrollment, especially when states and institutions have developed early outreach efforts that include tutorial assistance, academic and career counseling, and financial aid supports. Can a partnership between schools and colleges improve the preparation and participation rates of minority freshmen? How could such a partnership reduce postsecondary remediation and increase academic achievement and graduation rates?

9. Parents who are involved in the schools that their children attend can significantly improve their children's educational success. Evidence shows direct correlation between parental involvement in school and improvements in students' study habits and responsiveness in class. Many children have only one parent or two working parents who are unable to attend school functions, conferences, and other activities. To ensure the success of all students, can states support strategies that replicate the role and influence of parents? For example, what efforts could empower communities to take action or enhance the capacity of schools to take on more responsibility?

Some possible follow-up activities for the seven-state region represented by NCREL include the following:

1. Sponsor additional regional forums of chief state school officers and state higher education executive officers to discuss topics of mutual concern. SHEEO should use its position as a national organization to help foster dialogue between regional associations of state education policymakers. For example, SHEEO should co-sponsor and convene joint meetings of NCREL (which represents chief state school officers and deans of education) and the Midwestern Higher Education Commission (which represents state higher education executive officers).

2. Develop joint incentive grants to schools and colleges to form partnerships in defined areas.

3. Jointly develop teacher preparation/certification programs.

4. Jointly develop professional development programs for teachers and postsecondary faculty in defined areas.

5. Produce and disseminate regional publications on defined topics affecting collaborative activities.

We must seek every opportunity to open communication. By encouraging debate and soliciting information, we build greater understanding of the possibilities of collaboration for improving the quality of education for our students and the region.

Under their current authority, state education and higher education agencies each provide the leadership and policy tools that can drive action toward needed educational improvements. Working toward common solutions, they become an even more powerful source of change.

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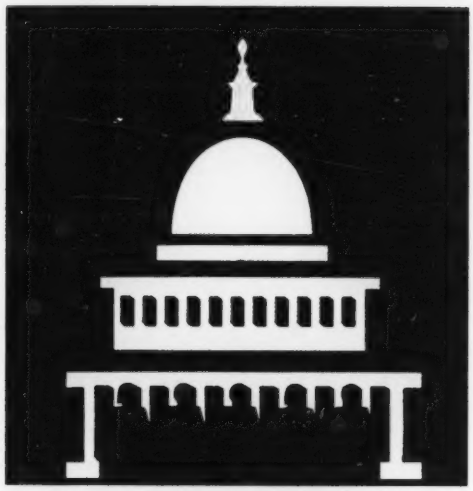

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